



Year 4 PSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rolling Programme School Values: Year 1	Responsibility	Respect	Happiness	Honesty	Aspiration	Tolerance
Rolling Programme School Values: Year 2	Cooperation	Friendship	Health	Harmony	Fairness	Hope
British Values	Law and Democracy - school council	We listen to and respect other people's opinions and values. We respect the culture and beliefs of others.	We know that we are all special. We try and help other people.	We understand the consequences of our actions. We understand right from wrong.	We treat everybody equally. Courage	We treat everybody equally. Courage
Themes:	VIPs	Safety First	Respecting Rights	Growing Up	Think Positive	One World
H - Health and Wellbeing R - Relationships L - Living in the wider world. C- Citizenship	R1 - To communicate their feelings to others, to recognise how others show feelings and how to respond R2 - To recognise that their behaviour can affect other people R3 - To recognise ways in which a relationship can be unhealthy and whom they can talk to if they need support R4 - To recognise what is fair and unfair, kind and	H9 - to differentiate between the terms, 'risk', 'danger' and 'hazard'. H10 - To know the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. H11 - To know that household products including medicines, can be harmful if not used properly. H13 - To know about people who look after	H7 - To know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. R10 - To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell	H7 - To know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. H18 - To know how their body will, and their emotions may, change as they approach and move through puberty. H19 - Human reproduction.	H1 -To know what positively and negatively affects their physical, mental and emotional health. H2 - To know how to make informed choices (including recognising that choices can have a positive, neutral or negative consequence) and to begin to understand the concept of a 'balanced lifestyle'. H5 - To know about change and loss and the associated	R13 - To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable R16 - To recognise and challenge stereotypes L1 - To know how they can contribute to the life of the classroom and school. L3 - To understand that there are basic human rights shared by all people and all societies and that children have their



	<p>unkind, what is right and wrong</p> <p>R7 - to offer constructive support and feedback to others</p> <p>R12 - To recognise when people are being unkind to them or others, how to respond, who to tell and what to say</p> <p>R14 - Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p>R18 - How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>L6 - To understand the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of</p>	<p>them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H14 - To know about the ways that pupils can help people who look after them to more easily protect them.</p> <p>H17 - To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H21 - To know strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme), and</p>	<p>and how to tell them)</p> <p>R13 - To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R15 - To recognise and manage dares.</p> <p>L1 - To know how they can contribute to the life of the classroom and school.</p> <p>L2 - To know how to construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>L3 - To know people and other living things have the rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things</p>	<p>R5 - That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who, love and care for each other and want to spend their lives together and who are of legal age to make that commitment</p> <p>R17 - About the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>R19 - That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>	<p>feelings (including moving house, losing toys, pets or friends).</p> <p>H6 - To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>H8 - To know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>H18 - To know how their body will, and their emotions may, change as they approach and move through puberty</p> <p>CC - to face new challenges positively by collecting information, looking for help, making</p>	<p>own special rights set out in the United Nations Declaration of the rights of the child.</p> <p>L7 - To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>L10 - To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact special people when they need their help; including dialling 999 in an emergency.</p> <p>L12 - To consider the lives of people living in other places, and</p>
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	<p>individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>L8 - To know the ways in which they are all unique; understand that there has never been and never will be another 'them'.</p>	<p>safety in the environment (including rail, water and fire safety).</p> <p>H22 - To know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>H23 - to know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them safe.</p> <p>H24 - To know the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.).</p> <p>H25 - To know how to</p>	<p>that they have borrowed).</p> <p>L4 - To know that they belong to different groups and communities such as family and school.</p> <p>L6 - To understand the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p>		<p>responsible choices, and taking action.</p>	<p>people with different values and customs.</p> <p>L15 - To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>
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		<p>manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>R15 - To recognise and manage 'dares'</p> <p>R18 - How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R21 - To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <p>L18 - To critically examine what is presented to them in social media and why it is important to do</p>				
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		<p>so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>Cg - what is democracy, about the basic institutions locally and nationally.</p>				
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